

# The BULLETIN

Of The

Columbia Scholastic Press Advisers Association

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Bryan Barker, Editor

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# Experienced Mentor Discusses Role Of Yearbook Adviser

By Dr. Sam J. Underwood

*Having taught English for eighteen years on both the high school and college levels, and having advised both college and high school newspaper staffs as well as yearbook staffs, the writer of what follows is well qualified to say something about the role of the yearbook adviser. Presently, he is adviser to "Nemacolin," student yearbook of Frostburg State Teachers College, Frostburg, Maryland, where he is also professor of English. In a letter to the editor of The Bulletin he added this: "Some of my colleagues refuse to believe the number of hours I spend working with the staff. It's surely fun."*

The most important person on any yearbook staff is the adviser, for the adviser is charged with the responsibility of seeing that the yearbook is a success. If the yearbook is a pictorial representation of the history of a school year, one begins to realize the importance of the adviser. He must organize a staff, secure administrative support, gain student recognition, solicit sympathy and understanding from the community he serves, and supervise the hundreds of jobs which make for a successful publication. Few people without experience in this interesting but time-consuming job appreciate the magnitude of the role of the yearbook adviser.

No, it is not a thankless job, although some people with relatively no training for the position find themselves "appointed" to serve. It is a challenge whose fruits include the direction of "real" learning experiences and the realization that publishing a yearbook is essentially a creative process. But those advisers who have had experience, I believe, would agree with me in recommending some careful thinking and action concerning the points I would like to make in this field. Too, those of us who have advised student publications over the years might do well to re-

think the issues involved.

As a neophyte some fifteen years ago, I was asked to "work with the yearbook staff." I went to the school early in June to secure as many of the yearbooks and newspapers I could from the library and the morgues. I felt that I had to educate myself concerning the nature of the school and the larger community which it served, as a good yearbook is a mirror which reflects the life of the school. I read every inch of type, including the advertising, and viewed every picture and caption, for I wanted to be informed and I wanted to know about past performances. Thus, my first job was to become familiar with the climate in which I was to work. This first step was done rather painstakingly, as there is no substitute for careful preparation for the work with an energetic and vigorous staff.

Then, armed with this background information, I took a careful look at the staff which had been appointed by my predecessor. Since there were no accurate or complete estimates of the staffers in the files, I decided to secure some pertinent information from the staff members by mail. Using a blank recommended by C. J. Medlin (*School Yearbook Editing and Manage-*

ment, The Iowa State College Press: Ames, Iowa, p. 21), I collected sufficient information about the staff to begin my work during the summer. It is not a bad idea for all advisers to keep on file all the information possible about the work of each staff member, for such information is invaluable to have as the year's work proceeds.

#### HOW SOME ELECT STAFF

One can do a fairly accurate job of screening staff members by using such an instrument as Medlin's. I should mention the fact that some schools elect the editors and other key staff members in student body elections, and I am strongly opposed to this method of securing a staff. If the adviser is to be held responsible for the success of a yearbook, it seems fair and intelligent that he or she would want the privilege of selecting his own staff. If your student government has used this method of selecting staff members, you would save yourself much grief by changing this procedure. Oftentimes student body elections are popularity contests; election in this manner has little or no relationship to the qualifications of the candidates for the job. Therefore, I think that the yearbook adviser, as well as the student newspaper adviser, must exercise the right to choose the members of any staff. It might be that one could screen applicants for editorial positions very carefully, as I have suggested above, and recommend their nomination for election by the student body. While it is true that advisers can not be absolutely sure of their staffs until they go to work, they can remove the possibility of staff positions being little more than popularity contests. Likewise, one must pay attention to the fact that editors sometime "rig" elections by

getting their special friends on the staff. Whatever method is used in recruiting, a staff ought to be carefully selected for very obvious reasons.

I should mention the fact that the adviser who is compelled to work with co-editors has an extremely difficult job indeed. I recall having had such a chore! The editors came from different socioeconomic backgrounds, and I recall the unnecessary delay and frustration that this co-editorship caused throughout the school year. Since that time, I have said, perhaps arbitrarily, that so long as I advise a student yearbook there would not be any co-editorships. It is true that the position of editor in chief is an enviable one, and I can appreciate the fact that capable students might want to try their hands in working together. But I insist that clear lines of communication are more possible with an editor. Furthermore, "A house divided against itself cannot stand." With these general remarks about the organization of the staff, I should like to turn to other specific responsibilities of the adviser.

#### ADVISER'S

##### ROLE CHALLENGING

The role of the adviser, as I have already indicated, is a challenging one. An adviser of a high school or college yearbook will spend hundreds of hours discharging his responsibilities. But the adviser is in such a position that he can do a very effective job of public relations. Yearbook staffs vow they will publish a masterpiece when work begins in the fall, but some staffs lose their enthusiasm as the year unfolds and as deadlines raise their ugly heads. The adviser is in a position to counsel, encourage, and participate in some of the most wonderful educational experiences that he will have during his

entire professional life. The adviser is in the same position as the publisher of a large newspaper, as he must coordinate the efforts of his staff to see that the results of these efforts lead to success. Diplomacy is one key to this superhuman assignment; common horse sense is the other key.

#### ADVISER IS A GUIDE

Some advisers destroy their usefulness to their staffs unwittingly. I have found it good policy to discuss the agenda for each editorial board meeting in detail before the meeting occurs. Any advice which needs to be passed on to the editor or business manager can be done at this point. An autocratic adviser should have no place on a publication board, for we must keep in mind that a yearbook is essentially a student publication. To violate this principle is to place the direct responsibility of the success of the yearbook on the shoulders of the adviser; theoretically, the adviser is answerable to the administration and the staff, but it is indeed a wise adviser who can exert leadership by staying in the background. The skillful adviser, be he ever so knowledgeable in the area of yearbook publication, is ever mindful of his role as a guide and not a dictator. I have already stressed the fact that the adviser must give advice; I believe, though, that advice must given in a spirit of mutual trust in order that it may be received wholeheartedly. The primary task of the adviser is to outline as many choices a staff might make and to help the staff to grow in its ability to make wise choices in terms of what is accepted as good form and style. Freedom exists in the sharing of information and in the making of group decisions after discussion and demonstration.

The effective adviser will, of

course, attend all staff meetings. I should mention that the adviser's influence upon the staff hinges upon his personality traits as well as his willingness to learn. By attending every meeting of the editorial board of staff, the adviser shows that he takes his job seriously and that he lends dignity and authority to the meetings. Few advisers remain in the good graces of their staffs by failing to attend all scheduled and called meetings. The agenda for these meetings ought to be worked out and circulated in written form before the meeting convenes in order to avoid an unnecessary waste of time. Attendance of meetings by an adviser does not give him the license to dominate such meetings. The editor should have absolute confidence in his adviser, and it would seem intelligent for the adviser to refrain from monopolizing staff meetings. *To advise is not to monopolize!* Meetings should be short and to the point, for much damage can be done to staff morale in allowing a meeting to run on as the proverbial tributary.

#### LEADER, NOT CENSOR

The yearbook adviser is certainly obligated to conceive his most important duty as a leader and not a censor. High school and college administrators have been known to admonish both newspaper and yearbook advisers not to let anything questionable sneak into publications. If a staff has the proper training and if the adviser does his job conscientiously, there seems to be little use to remind a group of adults of the rules of proper decorum. However, it might be wise to admit that the public relations aspect of student publications is highly important. The childish whims of an uncouth staff sometimes mar an intelligently planned publication; but the question of

good taste and acceptable form require the attention of the entire staff, adviser included. The issue of censorship can be avoided, but I will admit that censorship has been suggested and implied in my working with student publications. It is the responsibility of the adviser to train his editor and staff in these matters where knowledge and taste are lacking. For example, one would not publish materials which had appeared in another publication without giving credit where credit was due.

#### HE MUST NOT PERMIT . . .

The adviser must not permit interference with the affairs of student publications from outside sources. I recall one well-intentioned administrator who objected to the choice of person to whom our book was dedicated. It comes to mind that several of my colleagues have put pressure on my staff regarding the publishing of certain advertisements. One superintendent of schools, faced with a political campaign to secure funds for construction, attempted to influence a staff to use the yearbook to slant the history of the school year in order to secure the funds for buildings. Some advisers prefer to do the literary work of a yearbook, leaving the business management to a colleague trained in business management. However this issue is resolved, the ultimate fiscal and literary responsibility reside in the hands of the literary adviser.

One of the most effective means of dealing with a staff is to provide a high school or college course in yearbook publication as a part of the work of the department of English. It is important that such a course be offered as a unit rather than attempting to cover the skills needed for the publication of a

yearbook in a journalism class. Units on yearbook production in journalism classes tend to be far from satisfactory. If your school does not offer this type of course, it is important that something be done along these lines. It is important because high school administrators continue to call upon teachers of English to advise student newspapers and yearbooks, as well as to direct plays, serve on honorary committees, direct student government organizations, sponsor public speaker's bureaus for assembly periods, direct the honor society, advise the debating team, and to coach the drama students. It seems to me that we college professors, as well as publication advisers on the high school level, have a real obligation to see that our students have the type of training and experience that assures salable skills. I can assure you that the results of such course, or courses, pay high dividends. I recommend their consideration without qualification. Pity the adviser who must depend on student interest during activity or study hall periods!

#### THEY SHOULD BELONG . . .

Advisers ought to belong to the national societies which sponsor both summer and short courses in yearbook production. This is one of the most valuable sources for professional help in the field today. Many large universities, including our host (Columbia University), provide this effective means of improving the quality of yearbooks on a national and regional basis. Publications by yearbook publishers offer excellent suggestions and help, and many university presses publish regularly bulletins and house organs which give guidance in the field. Press associations usually sponsor contests in which yearbooks are judged on

a national basis, and I approve membership in these associations. While competition is a stimulating thing in such contests, it is far more important, from my point of view, to involve the staff in measuring its performance in terms of contracts with students who have similar problems. Scorebooks offer real help and incentive to self-improvement. If one measures progress in this manner, he apparently keeps in mind his main job — that of publishing a better yearbook and thereby pleasing his reading public at the same time.

I should not close this paper without mentioning how important pre-planning is in the field of publication. "An ounce of prevention is worth a pound of cure," as the saying goes. No doubt, the plans of any yearbook staff will undergo important changes as the year progresses; but these changes do not alter the fact that careful planning is necessary. Such matters as policies, procedures, staff organization,

and, in fact, the entire process of publication — including the proper relationships with the printer or publisher — ought to be discussed thoroughly before work begins. The development of a code of ethics enhances the work of the yearbook staff and serves as a guide for the year's work. Furthermore, all plans should be discussed with the administration so that the adviser and the staff can expect the support and encouragement of administrative personnel. I have always included the making of a style book in this pre-planning program, for this is an excellent way to teach the rules of good form to staffs. As one quipster said: "Too many people with half a mind publish books." Maybe so, but I can assure you, just as you can indicate from your experience, that the yearbook requires considerable effort. In short, the role of the yearbook adviser is to be all things to all people. I am sure that it is worth that effort.

## More Postage Needed

### When Bulletins Have To Be Returned

Bulletins are normally sent in the name of the adviser to the school address. Each envelope bears a request to the post office for the use of Form 3547 if The Bulletin cannot be delivered. This requires, also, the reason for non-delivery or the new address, both of which are reported to the mailer — the Columbia Scholastic Press Advisers Association in New York City — at a cost of five cents for each item.

Numerous cards came back after the mailing of the May 1960 issue; but a spot-check indicated that several were merely the home addresses of the members rather than resig-

nations or retirements. Apparently school clerks do not understand that only first class mail can be forwarded without additional postage.

Because of the costs to the CSPAA which cover postage, new stencils, clerical labor involved with changes in records, etc., it is suggested that members inform the school office that second and third class mail can be forwarded only by adding postage.

Note, also, that Form 3547 sent to the CSPAA office does not include the return of The Bulletin. As there are few surplus copies, this may mean loss of an issue.



# 3 Mnemonics About Poetic Feet

By The Editor

*The following aids to the memory about poetic feet first appeared under the writer's name in the weekly, six-page paper — it is occasionally four — "The Mercersburg News," Mercersburg Academy, Mercersburg, Pennsylvania, of which the editor of The Bulletin is the editorial faculty adviser. These mnemonics were first printed in the March 1958 issue of The Bulletin to follow an inspirational article by Mabel Lindner of Shippensburg State College, Shippensburg, Penna., on writing poetry. They are here reprinted because the editor has had requests for these aids to the memory and he has no more copies left of that particular issue.*

Certain students in schools everywhere are interested in writing poetry or in understanding it better.

One aspect of doing both is to know something about poetic "feet" and the distinct meaning and practical application of such words as *iamb*, *trochee*, *anapaest*, *dactyl*, and *spondee*. A "foot," by the way, is the rhythmical unit of a line of poetry. Classical prosody, or the art of versification, lists about 30 such "feet," — one other of these, *amphibrach*, for instance, is named in two stanzas below — but English verse employs, mainly, the five named together above.

But how can one easily remember the distinction between the meaning of *iamb*, *trochee*, etc., someone will ask. To help out in this matter of remembering the differences in meaning between these words, the following three mnemonics—or aids to memory, the word being pronounced as in "ne-mon-iks," with the accent on the second syllable — are printed below. They, the mnemonics, appeared originally in John O'London's Weekly, an English literary publication unfortunately no longer in circulation.

## 1.

*Iambus wears a pair of shoes, a short one and a long one;  
You'll always recognize his tread,  
the weak before the strong one.*

*Trochee's the other way about, his rhythm is in laughter;*

*He puts his best foot forward and the small one follows after.*

*Anapaest wears three shoes, and this is what you'll hear:*

*Two short, one long; tiddy pom, tiddy pom when anapaest is near.*

*The dactyls rush: one hop, two skips, merrily, merrily dancing;*

*You'll find that dactyl in reverse is anapaest advancing.*

*The amphibrach, who's rather shy, between his brothers hides*

*With his long shoe in the middle and the short ones at the sides.*

*The spondee, though he's rather rare, considers he looks fine,  
So he plants his two feet firmly on the last word in the line.*

## 2.

*Trochee trips from long to short:  
From long to long in solemn sort  
Slow spondee stalks; strong foot!  
yet ill able*

*Ever to come up with dactyl tri-syllable.*

*Iambics march from short to long:  
With a leap and a bound swift  
anapaests throng;*

*One syllable long with one short at each side,*

*Amphibrachys haste with a stately stride.*



3.

*Trochees dance like falling water:  
Iambics flow as smooth as song;*

*Dactyls go galloping forward like  
cavalry,*

*While the anapaest ambles sedately  
along.*

The second of these was written by Samuel Coleridge (of *Ancient Mariner* and *Kubla Khan* fame.)

The third one is not only the easiest to memorize, but each line is an object lesson in words in the metres it defines.

## How Complete News Coverage Can Aid Circulation Of School Paper

By James L. Rohrbaugh

*The contributor of this very practical article is Supervisor of Publications for the Fort Wayne, Indiana, school system. He is also adviser for "The South Side Times," South Side High School's weekly paper, which has a circulation over 2500; adviser for "The Totem," South Side's yearbook; and is editor of "The Intercom," a public relations paper which is distributed to all parents who have children enrolled in the Fort Wayne school system.*

One of the many problems which usually confronts those who advise high school publications is getting the student body to support the school paper, especially when the paper is purchased on a semester basis. Usually the adviser is happy when fifty to seventy-five per cent of the students subscribe for the publication. Thus, newspaper staffs are trying forever to find different ways to improve their circulation drives. They stage elaborate advertising campaigns, make beautiful posters, and even offer prizes to those who sell the most subscriptions. However, when the campaign is over, the results are usually the same — fifty to seventy-five per cent of the students have subscribed for the paper.

If these campaigns are not successful, then how can an adviser hope to improve the circulation of his publication? The answer lies not in "great advertising campaigns," but in how well a school paper covers the school. If every segment of the school is allowed coverage, including as many students' names

as possible, I am convinced the circulation problems will solve themselves.

There are 2300 students enrolled in South Side High School, and our school paper, *The South Side Times*, has over 2500 paid subscriptions. Of the 2300 students, only 42 did not subscribe this semester for the paper, which sold for one dollar each semester. The other 200 subscriptions are purchased by the students' parents. Instead of planning "great campaigns," the staff works diligently to find new ways of improving the coverage of South Side. Even though our paper is a large weekly, the smallest monthly publication can establish methods of covering its school "like a blanket."

One of the best methods of assuring that all the school news is reported is to establish a "beat system" which includes every academic department, classroom, homeroom, and club. One does not have to have a large staff to set up such a system; the journalism classes can usually handle this task.

The first beat which might be established is the classroom, a source of abundant news which is often overlooked. Assign each reporter to three or four faculty members to get any news which might be taking place in the classes. Begin by asking the teacher for the names of students who have made high grades on a particular examination, or for the names of students who have completed outstanding projects. After the facts are gathered, write the stories in short paragraphs in order to compile the different classroom stories under one good headline. Examples of such writing might appear in your paper as follows:

"Stanley Black scored a 100 to lead his class in grades on a recent quiz over the classification of plants in Mr. Pipino's period 7 Biology 1 class. Other students doing well on the test are Douglas Hansen 93, Victor Seewald 92, Lynne Foskuhl 90, and Steve Laymon 90."

"Steve Jones, Ann McCallister, Judy Schumm, Dave Tipton, Doug Yaney, Mary Ellen Braden, Janet Deihl, and Janet Calvert received the highest scores on a test over parallel lines in Miss Young's Geometry 1 period 6 class."

"Mr. Weber's Botany 1 students are bringing their study of photosynthesis to a close with a series of lab experiments on chlorophyll, light effect, and chromatography."

Although this writing does not represent much creativity, it does include many names of students who might otherwise never make the printed page. Remember, a high school student always likes to see his name in the school paper. This type of beat also establishes a good relationship between the faculty and newspaper staff, not only from the standpoint of publicizing what is taking place in a particular class-

room, but it also recognizes scholarship throughout the school.

If every classroom is assigned a reporter, departments which are sometimes forgotten will also be included in the school's coverage. Also information which might never have been discovered can be made into front-page stories. This beat has proved very successful at our school, and I might add, is responsible for the 200 parents' subscriptions which our paper has.

Another source of news is the homeroom beat. Since most schools do have homerooms, a student from each homeroom may be assigned as its reporter. The student does not necessarily have to be a member of the staff; the homeroom news editor has only to set a deadline for the copy, which can be later copy-edited by the staff. Such items could include trips, honors, parties, homeroom projects, officers, and any future events in which the homeroom is going to participate.

Again, this is not really creative writing, but it does contain many names, and it sometimes creates enough interest that the homeroom reporter will want to join the staff as a regular member.

News about the many school clubs may also be gathered by using the beat system. Usually members of the staff belong to the different clubs, so assigning reporters to cover this news will be no problem. In assigning these stories, the editor should always keep in mind that "future tense" is the key to the success of this particular beat. He should always try to assign the story before the club meets. The story might include what will be on the agenda, students who will participate, and the time, date, and place of the meeting. In this manner, the paper will soon serve as a calendar for its readers and a "must" to have. It should be pointed out,

however, that when a reporter writes a club story in the past tense, little will be accomplished, for few persons read a story which has taken place a week ago. Remember, club stories should always be in future tense unless a well-known person addresses the meeting and the editor wants to play up the speech.

In order to report any changes in the school's academic program, new scholarships, purchase of new equipment, or general announcements, the editor should be certain that the principal and department heads are visited each week for news items. This beat, which is sometimes called the administration

beat, should be covered by the experienced staff members. One would be surprised to learn the news tips which a principal is willing to give to a reporter when questioned, while this same principal would "forget" to send a note to the staff about the same news item.

These are only some of the ways in which a beat system might be established for your school paper. Of course, there are others, but the examples which I have given have proved successful for *The South Side Times*. Our staff knows that if its beat system is successful, then its circulation drives will also be successful.

## How Your School Paper Can Help Your School

By Alice Thompson

*At a suggestion from the editor of The Bulletin, the Director of Marketing and Research for Ingenue magazine puts into written form an inspirational talk she gave at an open meeting of the junior high school division at the March 1960 convention of the Columbia Scholastic Press Association.*

In New York City, there is a great and beautiful structure, the Triboro Bridge . . . so named because it truly connects three very close, but could-be-far-apart communities of a great town. Somehow, the best of high school newspapers reminds me of that bridge. You who are so close to the printer's ink, the almost-missed deadlines, the tiny offices where so much must be done so quickly, may often miss the marvelous view of the bridge. Standing almost too close, it is hard to see how a four-sheet, a six-sheet, an eight-sheet hunk of newsprint can connect student to student, student body to faculty, school to community. But that is what a good school paper can do. That is its three-way purpose and that is why it is

worth the overtime of students and faculty.

What does it do for the relationship of student to student? Much of that job is pretty obvious. It tells what Joe Blow did in the big game, what Jim Smith said at the class election, what parties are going to happen where. In a somewhat more informal vein (and we hope with good humor rather than gossip or malice), the average school paper updates who is going with whom where. But the paper that helps its school does far more communicating than these personal tidbits and sports reporting.

Like big cities, schools today are often so vast that activities that are really interesting to all of the "citizenry" are scarcely known to

any except the immediate participants. The exciting program going on in home ec, the activities of the science group, the international program being carried on by the French club, the Spanish club, the exciting discoveries being made by social science classes as they make field trips in the city or work out projects through magazines and correspondence . . . all of these truly belong to all of the students. All of them could be reported so interestingly, in such a lively way that while each of you pursues your own particular course and develops your own aptitudes, you could also share in the richness of many other facets of school life.

This then is one of the biggest jobs a school paper can do for its school . . . to so report all of the in-depth projects of *special* groups that *all* groups benefit. This is communication . . . and it is as necessary in the four walls of today's big high school as it is among the neighborhoods, cities, states, and nations. It is communication, conveying information — and perhaps most important of all, it is *interpretation*, making each special-interest group a little more comprehensible to all others, a true part of the whole.

The second great contribution that a fine paper can make to its school is to put the pupil-teacher relationship in a different perspective. All day in classes, it is the teacher who teaches, the pupil who listens and learns. In a well-run school paper, it is the pupil who writes, interprets, explains, headlines, and headlights what seems most important to him; it is the teacher who reads — and learns. Perhaps more even than an examination paper — since they must often be very specialized — a careful study of the school paper can tell the faculty whether it is

truly educating the student body. This is not an argument for "censorship" or for putting out a dull hunk of apple polishing, but if your adviser does indicate that a paper needs more than two-weeks-old sports reporting, humor, gossip, and a calendar everyone knows anyway, it may be because the rest of the faculty is concerned with what you are concerned with — and what you are not concerned about!

The third large gift that a school paper can make to its alma mater is to serve as a real bridge between the school and the community. It is not enough that the paper be read by students. It should be dropped off at the branch library, a copy of two in the ice-cream parlor or tea-room where mothers congregate, even a few copies in local men's clubs. The adults of your community are proud of you. They are concerned about you. They worry over you. They wonder about you. And you are much too shy (yes, shy) to ever try to tell them quietly and convincingly that you really are a very serious, dedicated generation. Not grim about it and not dreary . . . but deeply aware of what is ahead. Perhaps the best way in the world, other than for those elders to be flies on the wall and overhear many of your serious conversations with each other, for them to see you in all of your strength, is to see your school paper. It can tell of your love of fair play, your wide range of interests, your amazing maturity, . . . if it is a good school paper.

And how do you make it that good? Work, of course. A staff that is willing to give the time and effort, of course. But first comes this knowledge of *why* it must be good . . . how much it can mean to every student, teacher, and adults in the community. Once the *why* is felt, the willingness to hunt up

real news stories, to dig out the exciting, to line up "stringer" reporters in each of your school clubs, to assign reporters to cover all activities regularly (rather than just the big games and meets!) . . . all these will not seem too much work.

Neither will it seem any "sacrifice" of independence to ask for more help from teachers, to ask the "specialists" on the faculty to contribute special articles, to run Inquiring Reporter columns on important issues at school, city, or national level.

I have visited several hundred high schools. I have talked to thousands and more thousands of high school students. I have been editing to them, writing to them, counselling others how to talk to them.

From all of this experience, I have come to quite a few exciting conclusions about the great amount of talent and ability you teens own and can use. And I have also come to one great conclusion: Once you know a job is important, has meaning, can change lives for the better, can make daily living happier — you find the way to do that job superbly.

A school newspaper is just that important. In its own black and white young way, it can be as vital a structure as the bridge we mentioned in our opening paragraph. But like the bridge, it must be the product of planning, of vision — and of human hands and minds working together for a common purpose.

## Are High School Newspaper Staffs Girl Dominated?

*For several years the editor of The Bulletin has tried and failed to find some adviser who would write about the number relationship of girls to boys on high school newspaper staffs. An article on this subject appeared in the December 1959 issue of "School Press Exchange" as published by the School of Journalism, Pennsylvania State University, and is here reprinted by permission.*

Girl-dominated staffs on high school newspapers have grown like weeds without cultivation.

A survey of approximately 100 high school newspapers revealed that more than 88 per cent of the staffs are comprised mainly of girls, most of the male members being photographers and sports writers.

Noticing this obvious girl-dominated ratio, we probed various high school advisers, the employers of staffs, to get their reasons for "female-filtrated" staffs.

Outside jobs, interested in sports, and sissified feelings toward writing were the main reasons given for

boys hesitating to join high schools staffs. On the other hand, a more mature outlook on the importance of school news and more depth in reading were reasons given for the boy-dominated staffs. Views of both sides follow:

Noting that each adviser must suffer with different problems, Mrs. Martha Stilley, adviser of the McKeesport (Penna.) *Red and Blue* enumerated these general reasons why girls outnumber boys on high school staffs:

"Boys usually are not so adept in English grammar and organization of written work as girls.

"Boys feel that making the news is more manly than writing it . . . there is a certain stigma about joining publications.

"A really good paper takes much work . . . and a boy may have to relinquish his study periods and have to work after school around deadline time.

"Boys seem to have too many outside activities to take their time or they have a job after school that takes away from the time, energy, and interest they have to apply to any extra-curricular activity."

Mrs. Stilley said that this malady is not only hitting newspaper staffs. "Activities in the sports fields are suffering from a lack of interest. Students lack enthusiasm for most anything in this modern era," she noted.

Specifically, Mrs. Stilley, who has been advising the *Red and Blue* for two years, admits that these and other personal reasons exist on her staff. Since McKeesport is a steel town, a high percentage of the boys attend a special vocational school not even in the vicinity of the high school. "Consequently," she said, "with their book and shop training, they are not interested nor are they especially equipped for journalism." (About 1800 copies of the *Red and Blue* circulate among 2500 students).

Moreover, said Mrs. Stilley — a Bucknell university business education graduate and freelance writer — sophomore English teachers are asked each spring for a list of students who have "A" or "B" averages in English, who have shown originality and competence in their work, and who possess the potential interest and behavioral qualities to be on the staff. These students then are invited to try-out for the newspaper, she said.

"Possibly, several boys lose out simply because their English mark

would disqualify them. Then, too, some of the boys lose interest quickly when they find out that 'try-outs' mean spending one hour after school every night for a week, taking notes and writing exercises, as well as taking extra work home with them."

However, Mrs. Stilley feels that "if the students had better backgrounds in English from the early grades to high school, there would be more boys who would not find it such a chore to express themselves coherently and, consequently, there would be more boys available for this type of work.

A different view is expressed by John Eckert, who has been advising *The Eastburger* at East Stroudsburg (Penna.) high School since 1946.

"We have used boys more frequently as editors of our newspapers primarily because they take a more mature outlook in the presentation of school news," said Eckert. "And in these critical days, presenting such news is a very serious business," he added. About 300 of the 450 students subscribe to *The Eastburger*.

"Boys possess this trait as the result of more depth in reading habits which in our school has been a characteristic of the male population. I have noticed that while our girls are reading literature heavily flavored with romance, the boys are delving into the works of the past 'greats' of the literary world. This depth of reading background help boys in presenting their own peer group news with solidness that is welcomed by parents — in contrast to the heavily weighted 'gossip' columns produced by girls," said Eckert who received a bachelor of science degree at Mansfield teachers college and his master of science degree at Bucknell university.



Phyllis Jacko, adviser of the *Rock Talk* at Rock Grove high school in Franklin (Penna.), said boys are not interested in newspaper writing because of the kind of news required for a school newspaper.

No one has any trouble getting boys to write about sports and cars, but if the subjects are not interesting to them, the boys won't write, said Miss Jacko, who received a bachelor of science degree from Indiana State teachers college and who is in her first year as *Rock Talk* adviser.

"Often boys feel that writing for a newspaper is a sissified thing, and that only girls should be on the staff," she said.

(About 300 of the 600 students enrolled at Rocky Grove high subscribe to the newspaper).

Mrs. Elva M. Murphy, adviser of *The Western News* at West Philadelphia high school, said that the problem of getting boys on a high school staff has faced her only occasionally.

This term *The Western News* has 16 boys on a staff of 30, said Mrs. Murphy, who has an A.B. degree and post graduate work in journalism. This number includes a free-

lance writer, two photographers, three poster artists, and an assistant sales manager.

Mrs. Murphy, advising the paper for eight years, said she can't explain why there are more interested boys in some terms than in others; "it seems to have no connection with the boy-girl ratio of our enrollment," she said.

But, recognizing the potential of high school boys, Mrs. Murphy said: "When we had few boys, they seemed to be so good that we didn't miss others. This term, we don't need all we have." (*The Western News* has more than 1000 subscribers in an enrollment of 2856).

Either of these situations may be familiar to that at your school. There probably is no one answer why this situation prevails, as Mrs. Stilley suggests:

"This question is not an easy one to answer because I don't believe there is a cut-and-dried pattern, nor is there any special formula we can apply to lure them (boys) into the journalism field."

But, newspaper journalism is a field of changing sexes — from female-dominated high school staffs to male-dominated staffs on commercial newspapers.

## Chicago Adviser Gives Pointers On Financing School Paper

By Margaret Nordman

*Problems of financing bother most school newspaper staffs. The adviser of the newspaper at Kelvyn Park High School, Chicago, Illinois, gives some practical hints on this matter of ever present concern.*

Financing the school paper is a real problem in most schools. Where the Board of Education assists in this project, there are not so many difficulties; where it doesn't, obstacles lie ahead.

First of all, the cost of producing

a paper must be ascertained. Is it to be mimeographed or printed? If it is to be very professional, it will be printed and then — in the school print shop or at a commercial printer? Most of the latter printers hire unionized help and



the cost of linotyping and printing is not cheap. Then there is the engraving bill, if the paper carries pictures — and they make a paper!

The costs of the paper will also vary with the size of the paper, whether it is four, six, eight, ten, or twelve pages. It usually costs less to put out an eight rather than a six page and a twelve page one instead of a ten page paper because the six and ten page papers must be put through the presses by hand instead of being fed automatically.

There are several ways to finance a paper that costs as much as \$6,000 a year. Perhaps the surest way to get the big amount necessary for this publication is through an activity ticket, which every student is expected to buy. In our school this amounts to \$1.50 a semester. In addition to the paper, the students get two shows each year for this money, and the ticket takes care of all contributions to worthy causes.

Even when all the students buy the activity ticket we find that this amount is only half enough money, so the rest must be gleaned from advertising. We find that it is necessary to carry at least 25 per cent of the page space in the paper in advertising if expenses are to be met.

How do we get these "Ads"? The journalism class is taught very early in the course how to contact prospective advertisers, and then they are sent out to learn how to approach community merchants as a part of their class work. Of course, some of the "Ads" come through from advertising agencies, and also from big banks in the city, and other big firms looking for job seekers. Usually these are big ones and welcomed, as they enhance the appearance of the page, as well as the sagging ac-

counts. There are some types of big "Ads" which are available to college papers — which cannot be used in high school and thus must be watched carefully.

The "Ads" in our paper cost \$1.50 for the first inch and \$1.00 for every inch thereafter, with a minimum "Ad" of two inches. We ask that each advertiser sign a contract as we give one "Ad" free if "Ads" for all issues are forthcoming, and it is easier for the advertising manager to work from official contracts in planning pages and spaces for "Ads" for future issues.

These are the two main sources of income for our paper, but sometimes that doesn't cover all the added expenses besides the regular one of linotyping, printing, and engraving, such as purchase and upkeep of a school camera, expense of a telephone, letters, and pins given as emblems of merit, etc. So, we sometimes sponsor school dances and skating parties as social functions, as well as other means of making some needed money. We also sell school buttons, corsages, candy, and bookmarks from time to time when special money is needed.

There are a few other means of obtaining money, such as running a supply booth for service in school, selling the idea of inserting Christmas greetings in the Christmas issue, and wills for the seniors in the senior issue.

Our paper costs quite a bit for a small, city school with only 1,450 pupils enrolled. But ten years ago when it came into being, there was a \$500 deficit which was made up, and we have a fund with about \$3,500 backlog today.

In the success of financing the paper, we feel we are being of service to the school in sponsoring many school social functions.

# Good Sports Coverage Helps Sell Paper, Believes N. Y. Adviser

By Wilson Borkhuis

*The writer of this article is the faculty adviser of "The Shield," monthly publication of Floral Park Memorial High School in Floral Park, New York. Out of 1250 in this junior-senior school, 35 of them, wrote this adviser to the editor of The Bulletin, constitute the staff producing the paper with "the core of the work done by the editors, who are the pick of the school."*

Many school papers miss out on the variety of possibilities which exist to enliven the sports page. Good sports coverage helps sell the paper, and even more important, makes it more enjoyable to read.

Years back, it was standard procedure for sports writers to cover events in great detail. Football games were recorded in a play-by-play fashion, basketball contests were listed by running scores, and even baseball games were often summarized inning by inning.

Today highlight reporting makes reading a more natural way to select key moments, but not bore the possible reader with numerous, now unexciting facts. Even if a person has seen the game, he enjoys re-reading the important aspects of the event; particularly, if the sports reporter adds imagination to close observation.

Luck has had a lot to do with it, but the Floral Park school paper has been fortunate in having sports reporters who have been literally "coaches aids." Not only do they hand in interesting accounts of the games for the publication, but they have acted as statisticians for the coaching staffs. When a reporter is interested enough in the game to keep track of incidental material far beyond that which is normally required, he assists the coaches and

also provides himself with sidelight information which makes good reading.

For example, during the past football season the "Shield" reporter kept track of every bit of yardage gained by every back or end, recorded the punting distance, and summarized scoring made during the season. He did not write this into his articles as a rule, but he did feed information to the sports columnists on the paper for interpretation, and offer, when asked, this material to the coaching staff.

One other observable outcome of this close scrutiny of events is to insure the reporter a working sports vocabulary to use. It is granted that he must not use expressions which are beyond his readers' scope; but by really knowing his sport he adds a professional touch which most readers appreciate.

There are other means to step up interest in the sports field. Perhaps near the top of this list of suggestions should be the call for wide coverage. Some papers seem to feel that only the major boys' sports are worth writing about. However, there are many other facets for expression. In a great many schools, girls' sports activities bring strong response. Plenty of names may be used, and if the article is written in good style, even the boys are apt to take a peek.

The "Shield" has used the feature "Athlete of the Month" for some time, and to the pleasant surprise of the Girls' Athletic Director the honor has gone to a girl every once in a while.

Also, other minor sports should be given space. When golf, tennis, bowling, wrestling, or whatever it may be, is in season, it calls for coverage. Often the secret here is to find a person on the squad who is interested enough in getting publicity to write about his team. Sometimes the results here are not what is sought, since enthusiasm does not always mean ability. However, in most cases a long story is not necessary for the lesser sports, and if the facts on meets and matches do come in, most editors are willing to recognize them in news style.

Columns often cause controversy. The "Shield" has not always used a column. It is not good business to have a column if there is no writer to handle it well. Not too many high school students can use free expression of the kind called for in a sports column, and do it in a way which results in more good than harm. It cannot be a method whereby an individual plays up his personal interests, or selects only friends for free publicity. He must aim at helping his paper and his school. To do this he seeks most of all to gather readers by a friendly, informal style, and still say something which would not be brought out in a regular story.

At its best the column makes use of special information about future opponents, takes comments from key players and remarks about them, and is a sounding board for coaches of the school. If the column is well written, the students love to read it, and it will develop a closer contact between

the student body and leaders of the school.

Special events can step up sporting news in several ways. Most schools hold an occasional event which appeals to most of the student body. A faculty-varsity ball game is a typical fun maker. This can be covered by reporter and photographer. The latter should find shots which will make good publicity for the event, particularly so if the faculty has dressed up for the affair. The former has a chance to interview some of the contestants and get good feature material.

The better sports pages of the country make exciting use of action shots, cartoon, and caricatures of the athletes. A sports editor must lay out his aims for any pictorial representation well ahead of time. Too often student editors depend upon the photographer's judgment for shooting a picture. This seldom works out well primarily because the photographer has little interest in the news value of the outcome. If the assignment is thought out, the more specific assignment becomes a challenge to the picture taker. In most cases, he should be encouraged to select moments of high interest, and also vital is the fact that people involved should be presented in an informal, natural scene. Perhaps it is unnecessary to add, but captions should be appropriate to the cut rather than just identifying names. It only takes a few minutes extra for the headline editor to come up with an appropriate line.

One final topic which sometimes arouses dispute. There is always doubt as to the amount of editorializing which may be allowed in a sports story. The spirit of the game seems to carry over to the written word. In no other part of the pa-

per do the writers reflect bias so readily as on the sports page. Some advisers apparently condone quite a lot of this; reasoning, no doubt, that as long as professional writers follow this practice, there is no reason students can't do some of it.

Quite a lot can be said in favor of this view; however, the tendency among younger writers is to overdo it to the point where actual distortion results. Somehow it doesn't seem right for the home team to beg off losses because of injuries,

or weather, or what else, while the opposition's defeats are always the result of the hometeam's brilliant playing. Also, too often the writer identifies himself with the team in terms of 'we' or 'our' which can certainly be done away with completely.

So if the adviser wishes to have better sports coverage, the first point must be to choose his writers carefully, and next be certain he exhausts every resource within the sports world of his school.

## Indiana Adviser Describes Work Of Successful News Bureau

By Mary Benedict

*The director of publications at George Washington High School, Indianapolis, Indiana — enrollment 2,200 — describes in detail some of the do's and don'ts which make for the successful working of a news bureau. The biweekly school paper and the yearbook, both of which she is faculty adviser, are printed in the school print shop. Not only does she teach, but she has just completed a term as president of the Indiana High School Press Association.*

Teacher, public relations expert, publicity agent — the arena in which the journalism adviser now works has taken on the atmosphere of a three-ring circus as more and more administrators add News Bureau responsibilities to the publications program.

When that sponsor-teacher has time to evaluate the total picture and decides that it is really is "time to get organized," he begins to wonder about the function of such a news bureau, how it fits into the program, and whether it conflicts in any way with his primary responsibility — that of instructing pupils in the fundamentals of journalism and of guiding them in the production of student publications.

The News Bureau — stepchild, adopted youngin', or legitimate offspring of a journalism staff?

Such a bureau has just one aim: that of submitting suitable material concerning the school and the people within it who make the news to any and all available communication outlets. In some communities that may mean just one weekly publication while in others it may include several neighborhood papers, two or three metropolitan dailies, radio stations, and even television studios.

Is such an aim compatible with the other chores of the newspaper sponsor? This adviser believes so. In fact, this added area gives direction, purpose, and motivation to an already vital and useful activity, thus making the publications center in any school the hub of the school and the reporters the "wheels" in more ways than one.

Directing yearbook activities, the

sponsor guides students in capturing the spirit of a single year and putting it into permanent form. The newspaper's function is chiefly one of information within the school and its surrounding area of influence and interest. Other than exchanges, it seldom goes to those who haven't a current or past connection with the school as a student, parent, teacher, or patron. The News Bureau, however, and its results interpret the school to a much larger group, relating it to a broader community life, often to many who will never know about that school in any other way.

Let's set one record straight. However, the News Bureau, while using some of the tools and techniques of publicity, is much more closely related to public relations in its function than to publicity. The public is interested in our schools and the successes of their junior citizens. The interest factor is present, and the tack of those on the bureau staff is primarily one of seeing those newsworthy items — not one of creating interest with contrived features, pictures, and angles.

The market is there; your school is news. Meet the demand with regular releases citing award winners, curriculum changes, student and teacher accomplishments, all these and the many other newsworthy events which occur within your school.

What an insult it would be to review the methods of ferreting out or finding the news within a given school. Every newspaper sponsor has solved that problem as it exists within his individual building. That beat or news coverage system could well form the basis for providing the News Bureau with its news, also, leaving the staff with the tasks of determining whether the item is strictly intra-school material or suitable for outside publi-

cation and of distinguishing the different approaches required.

Some stories should stay home. There are a few stories which, while interesting and important to the student body, would not appeal to a larger reading public. Most routine club news falls into this category. Don't disregard too many stories as strictly local; a different dress or approach may not only make the story interesting to the public, but it may also help to interpret the school better. Order dates for senior caps and gowns, graduation announcements, or senior pictures may seem not worthy of extensive coverage; but from a public relations viewpoint, the story, pegged around problems of seniors and their parents, would be interesting to most readers and of great value to senior parents.

Just a slightly different approach is required to convert most school publication stories into News Bureau stories. Students who are trained to produce copy ready for print in the school newspaper might have to hurdle a few habit barriers:

(1) Identification may not be the same. Junior, frosh, science student . . . these terms may be sufficient in the school paper, but the downtown city desk will probably want a more specific identification. By all means mention the school; some papers even want parents' names and address, especially if the student has won outstanding honors, placed in a contest, or won a queenship or election.

(2) Mention your name early. You've trained your staff well not to overwork the name of the school in preparing copy for the school paper. Habit may carry over, and you'll find copy leaving your office for release containing all the essential information except WHERE. News Bureau members

will have to retrain themselves to include the name of the school in all copy. This adviser insists that it come in the lead if at all possible since there are 29 high schools in our county, 15 in our city counting the private and parochial institutions.

(3) Test for taste — Train your staff to reread their material to see that it creates the correct and favorable impressions for the school. Too many stories about dances, teen fads, and the social whirl give the impression little time is left for learning — an inaccurate reflection.

(4) Cover the entire school — Don't specialize in one activity. So the debaters do win state recognition. Give them the space they deserve but don't neglect the other worthwhile and successful activities.

(5) Don't let them be *copy cats*. Galley proofs are helpful in a pinch; they give background information which will help the news correspondent find the suitable approach for the finished release. They should never be used, however, as master copies. Except for features, most stories are dead; the time element has eclipsed their news value. The receiving publication has little respect for a correspondent who submits carbon copy material. The city editor deserves and often requires indi-

vidual attention. In fact, each release on the same story going to different papers should vary enough so that those papers can trust your staff and will not have to rewrite the material to avoid duplication with what appears in a rival paper.

Tell your editor not to fear. News Bureau stories won't scoop his paper and wreck his front page spread. Just as radio and television whet appetites for the detailed, concrete information as it appears in print, so can the News Bureau release or arouse the interest factor for a more highly developed school news account.

The school editor should know, however, what releases are going out. He should, in fact, work very closely with or even be a vital part of the News Bureau staff. This adviser tries to keep the News Bureau chief on the school paper staff as News editor and editor in chief on the News Bureau staff as a correspondent so that the two know the entire school news picture and can make their respective plans more effectively.

If your principal should suggest that you add a News Bureau system to your already crowded program, welcome to the growing club. Your dues may be a few more gray hairs and a more hectic schedule than you dreamed possible; but you'll enjoy the added spark and direction it gives your staff.

## Notes From The Editor's Desk

"Girl-dominated staffs on high school newspapers have grown like weeds without cultivation."

So starts an article on page 11 of this issue headlined *Are High School Newspaper Staffs Girls Dominated?*

If there is an adviser of a newspaper, yearbook, or magazine who does or does not agree with this

and would like to air his ideas on his point of view, the editor will be pleased to print his article in a future issue of *The Bulletin*. The editor has long wanted to know whether the school press is better served by girls than boys or vice versa, for he has never had anything but boys in a boys' school to deal with.



On page six of this issue the editor reprints 3 *Mnemonics About Poetic Feet* from the March 1958 issue of *The Bulletin*, for in that number it first appeared. Some advisers have written asking for a copy of that particular one, but the editor's supply is exhausted. And he has no mimeographed copies of that aid to the memory, as some advisers think he should have! So here it is once more.

\* \* \* \*

Another good and amusing mnemonic of the kings of England from William the Conqueror to Edward VIII appeared some years ago in John O'London's Weekly, an English literary publication unfortunately no longer in circulation. The editor included this aid to the memory in the 1958 reprint of "Humor Hints For School Publications" published by the Columbia Scholastic Press Association. It was put in that booklet because it was an example of something useful as well as amusing. The first letter of each word, with one exception, in the following 16 lines represents a sovereign's name. Here is the mnemonic:

*Willie while hiking  
Shudders — head reels —  
Just having eaten  
Elderly eels.*

*Rucksack he hunts  
Hence eagerly eating  
Rich healing honey  
Extremes (jumbled) meeting.*

*Exultantly journeying,  
Cured, cutting capers,  
Jaunts, whistling and merry,  
Amid grinning gapers.*

*Gingerbeer gassy,  
Wanderer's vend —  
Experimentalists'  
Gastronomical end*

Anyone with any knowledge of English history will realize that there is more in meaning to these 16 lines than meets the eye.

Here is the list of the sovereign's names around which the above mnemonic is built:

William I, William II, Henry I, Stephen, Henry II, Richard I, John, Henry III, Edward I, Edward II, Edward III, Richard II, Henry IV, Henry V, Henry VI, Edward IV, Edward V, Richard III, Henry VII, Henry VIII, Edward VI, Mary, Elizabeth, James I, Charles I, the Commonwealth, Charles II, James II, William and Mary, Anne, George I, George II, George III, George IV, William IV, Victoria, Edward VII, George V. Edward VIII.

\* \* \* \*

If any adviser knows of a similar mnemonic about the presidents of the United States, the editor will be pleased to consider it for publication.

### THE BULLETIN

The Bulletin is devoted to the interests and problems of faculty advisers of school newspapers, yearbooks, and magazines by suggesting how to do things and/or how to do them better.

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The editor is Mr. Bryan Barker, active editorial faculty adviser of a weekly six-page paper, *The Mercersburg News*, The Mercersburg Academy, Mercersburg, Penna.

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# Guide To Good Books

By Hans Christian Adamson

Colonel, U. S. Airforce, retired. Author of: "Captain Eddie Rickenbacker" — "Lands Of The New World Neighbors" — "Keepers Of The Lights" — "Admiral Thunderbolt"; with Fred G. Carnochan: "Empire Of The Snakes" — "Out Of Africa"; with Charles A. Lockwood: "Hellcats Of The Sea" — "Zoomies, Subs and Zeros" — "Through Hell And Deep Water" — "Tragedy At Honda"; with L. J. Maitland: "Knights Of The Air"; with Helen Lyon Adamson: "Sportsman's Game And Fish Cookbook."

The reviews appearing in this January 1961 issue of *The Bulletin of the Columbia Scholastic Press Advisers Association*, published quarterly at Columbia University in the City of New York, are also distributed to four hundred United States Armed Services libraries in thirty-six Commands throughout the world and the librarians of the VA Veterans hospitals. Readers please address all inquiries regarding "Guide To Good Books" to Hans Christian Adamson, 850 Powell Street, San Francisco 8, California.

*Basic Scuba* — or the *Sport Diver's Bible* by Fred M. Roberts (Van Nostrand — NF. — Ill. — \$8.50). Believing that all sports divers should know their equipment from start to finish, Mrs. Roberts has compiled a book that covers the entire field of Selfcontaining Underwater Breathing Apparatus — hence Scuba. Expensive? Certainly. But survival often hangs on the margin between knowledge and ignorance.

*The Long Rescue* by Theodore Powell (Doubleday — NF. — Ill. — \$4.95). In these days, when planes fly over and submarines cruise below the Arctic it is difficult to realize that, not so long ago, it took more than two years for rescuers to reach the survivors of the Greeley Expedition. A tale that covers the struggle of men not only against the cold North but also against themselves. High adventure.

*Total Recoil* by Kyle Crichton (Doubleday — NF. — \$3.95). A rambling, informal incursion into the haunts, habits, and human as-

pects of prominent authors, actors, and other interesting people whom the author has met as an editor and writer. Mr. Crichton has a flair for dropping big names as lightly as gopher feathers.

*On the Shoulders Of Giants* by Eleanor Chappell (Chilton — NF. — \$2.75). Although Salk and Sabin vaccines have spread hope of putting polio to rout, it is a moving and heartening experience to read how Faith, will, and courage also work their wonders. This book — a portrait in courage of Bea Wright — is a revelation of the strength and resources human character can attain in need.

*Better Than Working* by Patrick S. Catling (Macmillan — NF. — Ill. — \$3.95). Lively as a cricket is this autobiography by a reporter who has covered newsbeats from crime in Baltimore to events around the world. No mean hand with a quick quip, Mr. Catling superimposes a pleasant personality upon his account of a truly kaleidoscop-

ic career.

*It's Cheaper To Die* by William Michelfelder (Brazillier — NF. — \$3.50). Some members of the medical and pharmaceutical professions will need their own liniments to soothe bruised feelings induced by this book. To the lay reader it reveals the complicated (and not always justified) cost problems of staying alive and well. The author believes that nationalization of medicine is a shadow over the heads of the men of medicine.

*Reveille For Rebels* by James P. Warburg (Doubleday — NF. — \$0.95). For less than a dollar Americans of pre-voting age may obtain this unusual and quite worthwhile textbook on the subject of active citizenship. The election season may be over, but the voice of the public should always be heard throughout the land and Mr. Warburg gives the younger generation plenty to think and talk about.

*Adventures In Switzerland* by Alexandre Dumas (Chilton — NF. — \$3.50). The mountains, guides, tourists, and innkeepers of Switzerland are still on hand but, alas, robust and thirtyish Mr. Dumas is no longer present to describe them with the zesty charm of his descriptive powers. Those who followed his racy, witty, and romantic journeys through Spain and Algiers (if you did not, then do it) will find this visit to Switzerland in 1832 as enlightening and refreshing.

*In Your Opinion* by John M. Fenton (Little, Brown — NF. — \$3.95). An impressive picture of how public opinion swings and sways like tree tops in shifting winds is laid before the reader by Mr. Fenton who is managing editor of the Gallup Poll. He seeks to correct the widely prevalent opinion that polls are not only a new

sort of nose-y nuisance (actually, they are as old as the political hills) but also that they reveal whither the winds of opinion blow. Statistical but interesting.

*Frogman Spy* by J. Barnard Hutton (McDowell-Obolensky — NF. — Ill. — \$3.50). The author, a former Red journalist, maintains that Cdr. Lionel Crabb, R.N., — who vanished on a diving mission under the Russian warship that carried Khrushchev and Bulganin to England in 1956 — did not drown but was captured. Mr. Hutton offers astounding documentation that Cdr. Crabb was taken to Russia, brain-washed, and is now a diving officer in the Russian navy.

*The War* by Louis Snyder (Messner — NF. — Ill. — \$7.50). To call this just a "concise history" of W W II is a towering understatement. Within its 580 pages, scores of pictures, and dozens of maps and charts, the author has accomplished a truly masterful telescoping of the human and military phases of the conflict; this without any effect of crowding or the sacrifice of essential facts.

*The Hurricane Story* by Paul Gallico (Doubleday — NF. — Ill. — \$3.95). England's leading lady in the dramatic Battle of Britain, the Hurricane Fighter emerges glorified and triumphant in this effective tribute to the flying and fighting stamina that saved the day for England. The "Hurri" pilots stood high among airmen of whom Churchill spoke when he said that never before did so few do so much for so many.

*Sea Bears* by Fredericka Martin (Chilton — NF. — Ill. — \$3.50). The author of this book about the Fur Seal was, in the 1940s, a long-time resident of Pribilof Island, Alaska, home base of the furbearer who held the fashion limelight before

Mr. and Mrs. Mink took center stage. Mrs. Martin writes with a rich background of first hand information about the ways of life of the seals as well as the violent but captivating history of fur sealing. Mrs. Martin not only spins a colorful historical tale but also qualifies as a highly vocal naturalist.

*Ordeal By Hunger* by George R. Stewart (Houghton-Mifflin — NF. — \$6.00). Certain human events of compelling and deathless fascination — such as the horror, starvation, death, and tragedy of the Donner Party in 1846 at Donner Pass — are told and retold to never-tiring decades of readers. First published in 1936, and highly successfully, too, this new edition contains much additional material collected over the years.

*Beafsteak Raid* by Edward Boykin (Funk & Wagnalls — NF. — \$4.95). This is about Wade Hampton's raid in 1864 when the Confederate general stole 3,000 head of Union cattle from right under General Grant's nose. The author makes a thrilling, even hilarious, tale out of an audacious adventure which Lincoln labelled "the slickest piece of cattle stealing I ever heard of."

*Journey Into Crime* by Don Whitehead (Random House — NF. — \$4.95). Mr. Whitehead scored a hit with *The FBI Story*. Now he blasts the target again with true stories about crime on a global scale. On a world tour, the author visited police forces in more than a dozen countries. The result is a series of intimate glimpses of how sleuths around the world investigate crimes and capture criminals.

*Due Process* by Brad Williams (Morrow — NF. — \$4.50). As counsel for the defense, George T. Davis, a San Francisco lawyer, has represented 183 clients accused of mur-

der. Only two of these were found guilty. Here then is the story of how a world-famous criminal lawyer stages his legal battles to confuse prosecutors and convince juries. A real-life Perry Mason tale.

*Revolt In Paradise* by K'tut Tantri (Harper — NF. — \$5.00). From the very hour she arrived in Bali before the outbreak of World War II, this young American woman decided to live dangerously and for some 15 years she held that course. At first she courted deportation by Dutch officials for hobnobbing with natives who called her K'tut Tantri. When the Japs took the island she joined the resistance, was captured and imprisoned. After the war, she joined the Indonesian revolt and became known as Surabaya Sue, a sort of Tokio Rose in reverse. An interesting life portrayed to the hilt.

*The Rome Escape Line* by Sam I. Derry (Norton — NF. — \$3.75). In 1943 the author escaped from a German P O W train heading through Italy for Germany. He reached Rome where he, in time, became the head of the secret but effective "Vatican Underground." For months, Lt. Col. Derry played leapfrog with sudden death in his defiance of the Nazi occupation forces. Another of Norton's deservedly popular World War II true adventure books.

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and writes entertainingly about the changes in people and places as he saw them.

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*That Certain Something* by Arlene Francis (Messner — NF. — \$3.00). One thing is certain — this book carries a full payload of the commodity it purveys, namely: Charm. It is a sort of babbling

brook on how not to make enemies and on the avoidance of repelling people — that flows right along from page to page bright with wit. It conveys excellent advice on how to get more out of and more understanding of life by giving more of and attaining better understanding of yourself. Not for women only, although it would help girls to buoy up their personalities.

*Pat Garrett* by Richard O'Conner (Doubleday — NF. — \$3.95). Although not as well known as Bat Masterson and Wild Bill Hickok — also subjects of Mr. O'Conner's biographical efforts — Sheriff Garrett of Lincoln county, New Mexico, is best remembered as the eliminator of Billy the Kid. This act, by and large, brought him more poison ivy than laurels. In this biography, the author presents Pat Garrett, not as a killer behind a badge but as a lawman and frontier pioneer of vision and substance.

*In And Out Of The White House* by Ona Griffin Jeffries (Funk — NF. — Ill. — \$8.50). It was Coolidge who said that no one lives in the White House; they only come and go. Even so, the author proves that those who went in and out have left the imprints of their personalities and acts upon the house that is not a home. An unusual volume that swings from the small-talk of gossip columns to the big-talk of historical personalities. A musing is the pecking-order that guides starchy protocol.

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